

DEPARTMENT OF HISTORY



GRADUATE
COURSE
DESCRIPTIONS



SPRING 2015

SPRING 2015 GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 525/527	CORE SEMINAR: History, Theory and Practice	Y. Hong N. Landsman	M 4:30-7:30	SBS N-303
<p>This year-long course is your introduction to graduate study in history in general, and Stony Brook's Ph.D. Program in History in particular. It has three goals: 1) to familiarize you with the techniques and resources of historical research; 2) to provide an overview of the four thematic areas emphasized by our graduate program; and 3) to explore some important historiographical and theoretical concepts that inform historical writing. The first semester will combine a series of hands-on workshops in interpreting primary sources with selective reading of important and interesting scholarship that represents the four themes of our graduate curriculum, and also offers instructive examples of using sources. Requirements for the first semester include active participation in class discussion of assigned readings, three or four short writing/analytical exercises, and a preliminary research proposal. The second semester will be devoted to researching and writing a substantial research paper.</p>				

Field, Theme, & Research Courses

FIELD

HIS 500/ CEG 523	Historiography	S. Lim	TU 1:00-4:00 pm	SBS N-303
<p>This seminar will explore major themes in the writing of history. Topics will include race/ethnicity, imperialism and colonialism, gender and resistance, and global culture. Though this seminar takes the United States as its starting point, it follows racialized global culture and capitalism into Europe, Africa, and Asia. We will use texts written by historians of race as well as texts by anthropologists and literary critics. Possible readings include Edward Said, <i>Orientalism</i>, Judith Butler, <i>Gender Trouble</i>, David Harvey, <i>A Brief History of Neoliberalism</i>, Emily Rosenberg, <i>Body and Nation</i>, Marilyn Lake and Henry Reynolds, <i>Drawing the Global Colour Line</i>.</p> <p>Students will be expected to read the equivalent of one scholarly monograph a week and to lead discussion at least once during the semester, attend Humanities Institute talks in the Globalization and Culture series, produce a 12-15 page historiographical essay, and to conduct original primary source research, possibly in the cookbook collection at SUNY Stony Brook. MAT students must register under CEG523.</p>				

FIELD

HIS 522/ CEG 522	US History Since the Civil War	J. Farmer	W 5:30-8:0 pm	SBS N-303
<p>Field seminar in U.S. history from the Civil War to the Cold War. Surveys classic and new Interpretations of Reconstruction, the Gilded Age, Progressive and New Deal eras, the two wars and cold war, and into the current regressive era. Emphasis in the course is a mix of social and political history. Reading --- approximately a book a week (ca. 300pp). Written work -- three review essays. Active student participation is assumed, and includes role as discussion leaders. 3 credits, ABCF grading. MAT students must register under CEG 522.</p>				

FIELD

HIS 564/ CEJ 502	Introduction to Chinese History	I Man-Cheong	W 5:30-8:30 pm	SBS N-318
<p>This course provides an advanced introduction to the history and historiography of China from the early modern period to the present. We will cover major works on key historiographical themes: including the new Qing history, the debate between early modern and late imperial periodization, revisionist republican history, Shanghai as the modern, and the Chinese diaspora; the chronology of modern Chinese history is examined through Chinese sources and a basic textbook.</p> <p>Readings include key works on these historiographical trends, the monographic studies that exemplify them and some illustrative English-language primary sources translated from the Chinese. While this is not a strictly chronological comprehensive survey, prior knowledge of the field is also not expected. This course is designed to provide a solid foundation for MA/PhD students in History (HIS.564) whose research and teaching requires a knowledge of Chinese history, and for both students in the Continuing Education program (CEJ 502) who intend to teach China as part of the Social Studies curriculum and the more specialized topics of AP history courses. Requirements include reading and discussion of articles, monographic studies, and primary sources for each week. Students will present either a Teaching Practicum or a research presentation, lead a discussion, write a series of short feedback or response papers, and a final paper (either a detailed lesson plan or an annotated bibliographic paper).</p> <p>Reading includes articles posted on the course Bb site AND the following required books:</p> <p>Jonathan D. Spence, <i>The Search for Modern China</i>, 3rd ed. (Norton, 2012) Edward Vernoff & Peter Seybolt, <i>Through Chinese Eyes: Tradition, Revolution, Transformation</i> (Rowman & Littlefield, 2007) Stephen R. Platt, <i>Autumn in the Heavenly Kingdom</i>, (Knopf, 2012) Wen-hsin Yeh, <i>Shanghai Splendor: A Cultural History, 1843-1949</i>. (University of California Press, 2008) Philip A. Kuhn, <i>Chinese Among Others</i>, (Rowman & Littlefield, 2009)</p>				

THEME:

HIS 516	Material Culture: History through Things	E. Newman	TU 4:30-7:30 pm	SBS N-318
Empire, Modernity	<p>This course will examine material culture or “things” as primary sources. Drawing from the disciplines of history, anthropology, sociology, and art history, we will begin with a theoretical overview of the ways in which “things” acquire and transmit meaning and mediate social interactions, and we will explore how we as historians may interpret those meanings and mediations. With this foundation, we will survey different classes of material culture, from landscape design to the human body, in a series of case studies drawing on both classic and recent literature from around the world.</p> <p>Students should be prepared to read a book a week along with the occasional short supplemental article or book chapter. Requirements include regular participation, discussion, and presentation, two short papers (one book review and one object-based paper), and a longer final research paper on a topic of your choosing.</p>			

THEME:

HIS 517	Mobilities & Connections	E. Beverley	TH 4:30-7:30 pm	SBS N-318
Empire, Modernity	<p>This seminar examines expanding circuits of global mobility from the early modern period to the present, and considers methodological implications of taking mobilities and connections as object of analysis. We will examine historical processes and dynamics on multiple scales from the perspective of people, commodities, and ideas in motion, along with dynamic networks and material or cultural effects these circuits generate; and the regulatory systems that emerge in consequence of increasingly robust flows. Expanding global connections and their effects produce new constraints and open a wide range of fresh possibilities for both states and diverse groups of people. The course will look closely at the interplay between unprecedented mobility and the restrictions imposed by modern political regimes, and the shifting relationship between people and real and imagined political entities from the global (empires, internationalisms, global governance bodies), to the provincial (kingdoms, nationalisms, nation-states). Organized thematically around mobile people, commodities, and ideas, and global institutions, we will examine diasporic migrant connections, global radical and anti-colonial movements, material and cultural effects of long-distance commodity production and exchange, and the circulation and expanding scope of institutional ideas and practices. The course will be interdisciplinary, incorporating comparative and monographic historical and anthropological studies, theoretical writings, and selections from literary or historical primary source</p>			

	texts; and trans regional, examining particular themes via close consideration of Asia, Africa, and the Americas, and their interconnections. Readings will include books or articles by scholars such as Benedict Anderson, Sebouh Aslanian, Sven Beckert, Lauren Benton, Engseong Ho, Ilham Khuri-Makdisi, Mark Mazower, Adam McKeown, Jeremy Prestholdt, Maia Ramnath, and Sanjay Subrahmanyam.	
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THEME:

HIS 554	Transnational Histories of Power: Race, Nation, Citizenship, and Nationalist Revolutions in the Twentieth Century	R. Chase	Tu 4:30-7:30	SBS N-303
Nation, State & Society	<p>This graduate readings seminar analyses the ways in which new political histories of the state and racial politics have approached the “history of power” through a trans-national lens across the twentieth century. At the heart of this course is the intersection between state-making and the power of the state to include and exclude racial and ethnic minorities, even as it also considers how these minority groups organized to counter state power and launch nationalist movements. In this course, we will examine these nation-building processes in the United States and in other national and transnational contexts.</p> <p>The organization of the course centers around three parts: Part One-theoretical approaches to the state, nation, race, and power; Part Two-nationalism and state power in practice in the U.S.; Part Three-race, citizenship, and nationalist revolutions in transnational perspective, including case histories of China, Vietnam, USSR, Mexico, Peru, Bolivia, Cuba, South Africa, and Kenya. The purpose of this course is to provide a sample of the most interesting, most complex, and most significant work in global political history, race, nationalism, and histories of power, broadly conceived.</p> <p>Topics discussed will include the development of nationalism at the turn of the century; the hopes of progressive and social reformers across the Atlantic; race and nation-making after slave emancipation; revolutionary designs of socialists, anarchists, and communists; nationalist campaigns by racial and ethnic minorities; and global immigration regimes, policing of national borders, rise of carceral states, and racial exclusions to citizenship. In this class, the history of power is broadly conceived to include state-making, political culture, racial politics, social movements, and revolutionary nationalist movements. It will conclude by asking students to consider when and why the twentieth century nationalist impulse weakened through readings on globalization and neoliberalism. We will therefore consider how race was entangled with the construction of citizenship, nation, and revolutionary nationalist movements across the Twentieth Century. Class assignments includes participation, two critical reaction essays, and a final historiographical paper on a class theme.</p>			

RESEARCH:

HIS 601	Historical Methods: Global Connections Research Seminar	P. Gootenberg	TH 4:30-7:30 pm	SBS S-309
	<p>This small seminar for advanced doctoral students will guide them in writing an original twenty-page research-based essay related to their evolving dissertation topic, of hopefully publishable quality. The guiding theme is “global connections”: the multiplicity of methods and</p>			

	metaphors historians and others now use to grasp interconnected histories and kindred questions of scale (flows, chains, contact zones, diasporas, frictions; transnational, global, multi-sited and multi-scalar, borderlands, comparative, international histories, world history, world systems, etc.). We will want to concretely address the specific research challenges in doing global connecting history.. We will spend the first five weeks or so reviewing a good variety of such approaches before defining our writing topics and then the step-by-step writing of the research paper.	
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HIS 695	Dissertation – Prospectus Workshop	G. Marker	M 4:30-7:30 pm	SBS S-309
	This course is intended for all students who are at or near the end of their course work and are in the early stages of designing a dissertation topic. The course functions as a workshop in which everyone reads everyone else's drafts and offers comment. By the end of the course everyone in the course should have a full prospectus composed and approved by his/her advisor.			

II. Courses for MAT & SPD Students

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